SELF RELIANCE IN RELATION TO LEARNING STYLE OF HIGH SCHOOL STUDENTS

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ABSTRACT

The present investigation was primarily designed to determine the relation of self reliance with the learning style of high school students. Descriptive survey method was employed. Random sampling technique was applied. 250 Students of two schools were selected randomly out of 106 government schools of Chandigarh. Learning style bears significant relationship with self reliance of high school students. Visual, Auditory, Tactile, Group and Individual learning styles bear significant relationship with self reliance of high school students. Kinaesthetic learning style bears no significant relationship with self reliance of high school students.

KEYWORDS: Self Reliance, learning style, high school students.

INTRODUCTION

It is not necessary that one learn with one way, another also learns in same way. If the learner discovers how to process the information best, he can learn things more efficiently and in less time. That may help to extend the strategies on use for learning and studying. When learning something new or difficult, one naturally tends to use the learning style you prefer, it is good to know what this learning style is so that one can respond most effectively to the material being presented.

At present time, two lines of research attempt to explain the underlying process of teaching and learning. Learning style can be defined as a set of cognitive, emotional characteristics and psychological factors that can serve as relatively stable indicator of how learner perceives, interact with and respond to the learning environment.

Grasha (1996) defined learning style as personal qualities that influence a student's ability to acquire information, to interact with peers and the teachers and otherwise participate in learning experience. Kemp and Morrison (1998) referred learning style as a form of students' unique learning preference and teachers in planning of small group and individualised instruction.

Students have different learning styles- characteristic strengths and preferences in the way they take and process the information. Some students tend to focus on facts, data and algorithms; other is more comfortable with theories and mathematical models. Some respond strongly to visual forms of information, like pictures, diagrams and schematics; others get more from verbal forms- written and spoken explanations. Some prefer to learn actively and interactively; others function more introspectively and individually.

Self reliance is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to handle criticism and emotional maturity. Self reliance has been defined as believing in one's own abilities and judgement and also describe as the trait or quality as cumulative result of experiences, where positive experiences build our confidence and lead to better self reliance, negative ones make us worry to repeat them often.

Alam (1987) viewed self reliance as one aspect of personality trait. It refers to a person's perceived ability to tackle situations successfully without learning on others hand to have positive evaluation. Collins English encyclopaedia and dictionary (2000) means that self reliance is a whole hearted reliance on one's powers and resources. Webster's dictionary (2001) also described self reliance as a feeling of trust that someone has in his or her own efforts and abilities.

Kaur (2009) stated that Self reliance is the firm belief of one's worth and feeling of being satisfied with oneself. Person with low self reliance manifests a variety of adverse personality traits and tend to be guilt ridden, negative, depressed, anxiety prone, afraid of failures and psychologically vulnerable in contrast to persons with high self reliance who are well integrated.

Coman and Heavers (1998) made numerous claims about the benefits of learning style instruction: if you approach studies using preferred learning style(s), you should be able to study for same amount of time (or less), remember more, get better grades, raise your level of self confidence and reduce your anxiety as you tackle classroom life based on the advice of such authors, instructors typically either use learning style instruments identified in the literature or sometimes develop their own instruments for students to assess their learning styles.

Cretchley and Galbraith (2003) found Pearson's correlation coefficients of up to 0.60 between mathematics confidence and performance on a range of different types of assessment tasks. It is clear that there is much still to be learned about self concepts and other affective factors related to learning. Hale (2006) showed that high self confidence and reliance can reduce the intensity or strength of anxiety symptoms and influence whether they were interpreted as facilitative or deliberative to performance. Allwood and Montgomery (1987) inferred that the level of confidence linked to the degree of uncertainty that one experiences during test taking, the higher the perceived ratings, the lower were confidence ratings.

OBJECTIVES OF THE STUDY

1. To study the relationship of self reliance with learning style.

   a) To study the relationship of self reliance with visual learning style.

   b) To study the relationship of self reliance with auditory learning style.

   c) To study the relationship of self reliance with tactile learning style.

   d) To study the relationship of self reliance with kinaesthetic learning style.

   e) To study the relationship of self reliance with group learning style.

   f) To study the relationship of self reliance with individual learning style.

HYPOTHESES

1. There exists no significant relationship between self reliance and learning style.

   a) There exists no significant relationship between self reliance and visual learning style.

   b) There exists no significant relationship between self reliance and auditory learning style.

   c) There exists no significant relationship between self reliance and tactile learning style.

   d) There exists no relationship between self reliance and kinaesthetic learning style.

   e) There exists no relationship between self reliance and group learning style.

   f) There exists no relationship between self reliance and individual learning style.

DESIGN

The present investigation was primarily designed to determine the relation of self reliance with the learning style of high school students. In the present study descriptive survey method was employed.

SAMPLE

In present study random sampling technique was applied. 250 students of class IXth of two schools were selected randomly out of 106 government schools of Chandigarh.

TOOLS USED

The standardized tests used for the present study are:

• Self reliance scale developed by the researcher

• Questionnaire on learning style by Joy Reid (1995).

ANALYSIS AND DISCUSSION OF RESULTS

After the administration of above mentioned tools, scoring was done and after the analysis of the scores, results were interpreted.

HYPOTHESIS 1

There exists no significant relationship between self reliance and learning style. The value of calculated coefficient of correlation between self reliance and learning style of high school students is 0.497 which is significant at 0.0 l level of significance. Therefore there is a significant and positive correlation between self reliance and learning style of high school students at 0.01 level of significance. Hence the hypothesis that "there exists no significant relationship between self reliance and learning style" is not retained as the data did not support our hypothesis.

HYPOTHESIS 1(a)

There exists no significant relationship between self reliance and visual learning style.

The value of calculated coefficient of correlation between self reliance and visual learning style of high school students is 0.641 which is significant at 0.0 l level of significance. Therefore there is a significant and positive correlation between self reliance and visual learning style of high school students at 0.01 level of significance. Hence the hypothesis that "there exists no significant relationship between self reliance and visual   learning style" is not retained as the data did not support our hypothesis.

HYPOTHESIS 1(b)

There exists no significant relationship between self reliance and auditory learning style.

The value of calculated coefficient of correlation between self reliance and auditory learning style of high school students is 0.532 which is significant at 0.0 l level of significance. Therefore there is significant and positive correlation between self reliance and auditory learning style of high school students at 0.01 level of significance. Hence the hypothesis that "there exists no significant relationship between self reliance and auditory learning style" is not retained as the data did not support our hypothesis.

HYPOTHESIS 1(c)

There exists no significant relationship between self reliance and tactile style.

The value of calculated coefficient of correlation between self reliance and tactile learning style of high school students is 0.461 which is significant at 0.0 l level of significance. Therefore there is significant and positive correlation between self reliance and tactile learning style of high school students at 0.01 level of significance. Hence the hypothesis that "there exists no significant relationship between self reliance and tactile   learning style" is not retained.

HYPOTHESIS 1(d)

There exists no significant relationship between self reliance and kinaesthetic learning style.

The value of calculated coefficient of correlation between self reliance and kinaesthetic learning style of high school students is 0.097 which is not significant at 0.05 level of significance. Therefore there is no significant and positive correlation between self reliance and kinaesthetic learning style of high school students at 0.05 and 0.01 level of significance. Hence the hypothesis that there exists no significant relationship between self reliance and kinaesthetic learning style" is retained as the data support our hypothesis.

HYPOTHESIS 1(e)

There exists no significant relationship between self reliance and group learning style.

The value of calculated coefficient of correlation between self reliance and group learning style of high school students is 0.331 which is significant at 0.01 level of significance. Therefore there is a significant and positive correlation between self reliance and group learning style of high school students at 0.01 level of significance. Hence the hypothesis that "there exists no significant relationship between self reliance and group learning style" is not retained as the data did not support our hypothesis.

HYPOTHESIS 1(f)

There exists no significant relationship between self reliance and individual learning style.

The value of calculated coefficient of correlation between self reliance and individual learning style of high school students is 0.55 which is significant at 0.0 l level of significance. Therefore there is significant and positive correlation between self reliance and individual learning style of high school students at 0.01 level of significance. Hence the hypothesis that "there exists no significant relationship between self reliance and individual learning style" is not retained.

Learning style bears the positive correlation with self reliance which means that the specific learning style which is adopted by the individual instils the self reliance in him regarding the understanding of information and instructions and his retention power. The world is likely to believe in man who believes in himself, provided he shows that his self reliance is grounded upon a true appraisal and is well managed. Self confident people are well integrated. Self reliance is the first essentiality if a person wants to succeed. Learning style which if managed and motivated correctly can inspire an individual excel with confidence in anything he tries to do.

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